

## **E P TODD ELEMENTARY**

150 Old Canaan Road  
Spartanburg, SC 29306

**GRADES** K-6 Elementary School

**ENROLLMENT** 731 Students

**PRINCIPAL** Robert W. Page 864-594-4475

**SUPERINTENDENT** Dr. J. Lynn Batten 864-594-4400

**BOARD CHAIR** David W. Cecil, II 864-594-4400

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	43	58	2	0

#### **IMPROVEMENT RATING:**

#### **UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

#### **NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

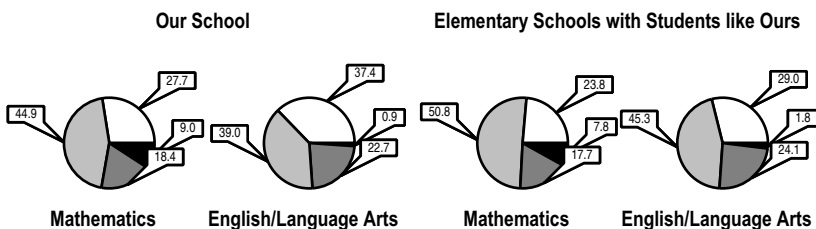
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




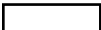
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

		<b>Definition of Critical Terms</b>
	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	52	26	73
Percent satisfied with learning environment	74.5%	69.2%	69.9%
Percent satisfied with social and physical environment	76.9%	88.5%	60.6%
Percent satisfied with home-school relations	48.0%	80.8%	79.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	465	100.0	37.4	39.0	22.7	0.9	23.6	17.6
Gender								
Male	249	100.0	39.7	37.6	21.8	0.9	22.7	17.6
Female	216	100.0	34.5	40.7	23.7	1.0	24.7	17.6
Racial/Ethnic Group								
White	120	100.0	20.7	39.6	37.8	1.8	39.6	17.6
African-American	304	100.0	44.7	38.1	16.5	0.7	17.2	17.6
Asian/Pacific Islander	34	100.0	34.4	40.6	25.0	N/A	25.0	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	400	100.0	31.4	42.3	25.2	1.1	26.3	17.6
Disabled	65	100.0	77.8	16.7	5.6	N/A	5.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	465	100.0	37.4	39.0	22.7	0.9	23.6	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	460	100.0	37.1	39.0	23.0	1.0	23.9	17.6
Socio-Economic Status								
Subsidized meals	337	100.0	44.9	38.5	16.3	0.3	16.6	17.6
Full-pay meals	128	100.0	18.9	40.2	38.5	2.5	41.0	17.6

Mathematics								
All students	465	100.0	27.7	44.9	18.4	9.0	27.4	15.5
Gender								
Male	249	100.0	23.6	43.7	22.3	10.5	32.8	15.5
Female	216	100.0	32.5	46.4	13.9	7.2	21.1	15.5
Racial/Ethnic Group								
White	120	100.0	18.9	35.1	27.9	18.0	45.9	15.5
African-American	304	100.0	33.0	48.7	13.2	5.1	18.3	15.5
Asian/Pacific Islander	34	100.0	18.8	46.9	21.9	12.5	34.4	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	400	100.0	22.0	48.2	19.8	10.0	29.8	15.5
Disabled	65	100.0	66.7	22.2	9.3	1.9	11.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	465	100.0	27.7	44.9	18.4	9.0	27.4	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	460	100.0	27.5	44.7	18.7	9.1	27.8	15.5
Socio-Economic Status								
Subsidized meals	337	100.0	32.9	47.5	14.6	5.0	19.6	15.5
Full-pay meals	128	100.0	14.8	38.5	27.9	18.9	46.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	125	N/A	30.4	38.4	26.4	4.8	31.2
	Grade 4	108	N/A	28.0	41.1	30.8	N/A	30.8
	Grade 5	107	N/A	34.6	41.1	23.4	0.9	24.3
	Grade 6	121	N/A	36.4	33.1	24.0	6.6	30.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	107	100.0	29.0	35.0	35.0	1.0	36.0
	Grade 4	131	100.0	42.3	41.5	16.3	N/A	16.3
	Grade 5	119	100.0	42.3	43.3	12.5	1.9	14.4
	Grade 6	108	100.0	34.4	35.4	29.2	1.0	30.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	125	N/A	36.8	45.6	12.0	5.6	17.6
	Grade 4	108	N/A	36.4	31.8	20.6	11.2	31.8
	Grade 5	107	N/A	19.6	39.3	28.0	13.1	41.1
	Grade 6	121	N/A	36.4	34.7	22.3	6.6	28.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	107	100.0	18.0	46.0	28.0	8.0	36.0
	Grade 4	131	100.0	30.9	49.6	13.8	5.7	19.5
	Grade 5	119	100.0	32.7	46.2	14.4	6.7	21.2
	Grade 6	108	100.0	28.1	36.5	18.8	16.7	35.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 731)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.3%	Up from 2.0%	2.6%	2.4%
Attendance rate	96.3%	Down from 96.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.5%	Down from 21.3%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.5%	Up from 8.1%	8.4%	8.0%
Older than usual for grade	0.7%	Up from 0.5%	1.3%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	66.0%	Up from 64.9%	47.1%	50.0%
Continuing contract teachers	84.9%	Down from 89.5%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.2%	Down from 89.6%	86.4%	86.2%
Teacher attendance rate	95.4%	Up from 94.1%	95.3%	95.3%
Average teacher salary	\$42,312	Down 0.8%	\$39,326	\$39,909
Prof. development days/teacher	15.4 days	Up from 14.2 days	12.2 days	11.4 days

School				
Principal's years at school	23.0	Up from 22.0	4.0	4.0
Student-teacher ratio	18.0 to 1	Down from 19.2 to 1	18.9 to 1	18.9 to 1
Prime instructional time	90.9%	Up from 89.5%	89.5%	89.7%
Dollars spent per pupil*	\$6,383	Down 0.6%	\$5,780	\$5,892
Percent spent on teacher salaries*	63.3%	Up from 61.9%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

2002-2003 saw us enjoy our third year in our state-of-the-art facility. Our pride, commitment, and expectations have increased as a result of teaching in our new school. Added to our facility this year were an outside classroom, nature trail, garden and greenhouse to further enhance the experiences of our students.

We are very fortunate to have such a diverse student body and community. This diversity makes our school rather unique and presents many wonderful learning experiences and opportunities for our students and staff. We feel that our students will be better prepared to live in our ever-changing world.

Edwin P. Todd Elementary is proud to be recognized for the second time as a "Flagship School of Promise." E. P. Todd was also recognized by the Education Trust as a school having high achievement in spite of having a majority of students on free or reduced price lunch. Todd school was also recognized this year as a South Carolina "Healthy School" and a "Red Carpet" school. We are implementing a five-year improvement plan for SACS and Act 135. We are looking forward to creatively improving our English/Language Arts program through the South Carolina Reading Initiative Grant, which involves K-3 teachers with a three-year goal of providing our reading teachers with the best training and providing our students with the best reading experiences in the Southeast! A "Best Practices" class was started this year to improve instruction in all areas (reading, math, social studies, and science). Exemplary writing will continue to play a major role in our total curriculum. By stressing the Tiger Pride curriculum and character education, E. P. Todd Elementary assists in the development of resourceful and motivated students.

Goals for next school year will be to start a four-year-old child development program and to improve student achievement on the school "Report Card." Also, we will improve our transitions from grade to grade and sixth grade to Carver Jr. High.

Robert W. Page, III, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.